DOCUMENT RESUME

ED 262 418 CS 209 339

TITLE	Recommended English Language Arts Curriculum Guides, K-12, 1985.
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	85
CONTRACT	400-83-0025
NOTE	35p.
AVAILABLE FROM	National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $1.00).
PUB TYPE	Reference Materials - Bibliographies (131) -- Guides - Non-Classroom Use (055) -- Information Analyses - ERIC Information Analysis Products (071)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Bibliographies; *Curriculum Guides; Elementary Secondary Education; *English Curriculum; Instructional Materials

ABSTRACT

Intended for teachers, curriculum designers, and administrators, this annotated list of recommended curriculum guides provides models of carefully planned, well-written curricula, in the English language arts. The booklet's three sections contain curriculum guides recommended in 1985, 1984, and 1983. In each section, the guides are organized into three categories: elementary, secondary, and grades K-12. The booklet concludes with criteria for planning and evaluating English language arts curriculum guides and ERIC document reproduction service (EDRS) information. (EL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED262418

Recommended English Language Arts Curriculum Guides, K-12

1985

NCTE Committee
to Evaluate Curriculum Guides and Competency Requirements
Adele H. Stern, Chair
and Staff of the ERIC Clearinghouse
on Reading and Communication Skills

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ERIC Clearinghouse on Reading and Communication Skills
National Institute of Education

NCTE National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801

CS209 339

NCTE Committee to Evaluate Curriculum Guides and Competency Requirements

Adele H. Stern, Chair, Paramus Public Schools, New Jersey
Lorraine Burns, Spring Branch Independent School District, Houston, Texas
Fredrick Burton, Ohio State University, Columbus, Ohio
Elizabeth da Silva, Lincoln East High School, Nebraska
Mary Ann Eiler, American Medical Association, Chicago, Illinois
Pamela B. Farrell, Red Bank Regional High School, Little Silver, New Jersey
Jerice S. Freeland, Forest Hill High School, West Palm Beach, Florida
Darrell Garber, Louisiana Tech University, Ruston, Louisiana
Irene Gilman, Highland Park High School, New Jersey
Christy Hammer, Mickle Junior High School, Lincoln, Nebraska
Penny L. Hirsch, Northwestern University, Evanston, Illinois
Kathleen Jordan, Southern Arkansas University, Magnolia, Arkansas
Ruth Ann Lyness, Lincoln Public Schools, Nebraska
Donna Ogle, National College of Education, Evanston, Illinois
Taimi Ranta, Illinois State University, Normal, Illinois
David Rowe, Berea City School District, Ohio
Jane Schwalbach, New Trier High School (West), Northfield, Illinois
Nancy Broz, Executive Committee Liaison, Moorestown Public Schools, New Jersey
Jane McClellan, NCTE/ERIC Staff Liaison

NCTE Stock Number 39515

Published 1985 by the ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois. Printed in the United States of America.

This publication was prepared with funding from the National Institute of Education, U.S. Department of Education, under contract no. 400-83-0025. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Committee to Evaluate Curriculum Guides and Competency Requirements of the National Council of Teachers of English for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Council of Teachers of English or the National Institute of Education.

CONTENTS

Foreword	v
Introduction	1
Curriculum Guides Recommended in 1985	2
Curriculum Guides Recommended in 1984	11
Curriculum Guides Recommended in 1983	16
Criteria for Planning and Evaluating English Language Arts Curriculum Guides	26
ERIC Document Reproduction Service Information	30

FOREWORD

The Educational Resources Information Center (ERIC) is a nationwide information system operated by the National Institute of Education (NIE) of the Department of Education as a service to educators throughout the country. ERIC makes available through hundreds of libraries and information centers over 220,000 unpublished documents on all phases, levels, and subject areas of education. This is accomplished through ERIC's network of specialized centers or clearinghouses, each of which is responsible for acquiring, evaluating, abstracting, and indexing current documents within a particular educational area. The bibliographical information and abstracts for these documents are then listed in ERIC's monthly reference publication, Resources in Education (RIE).

The ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects, evaluates, and disseminates educational information related to research, instruction, and professional preparation in reading, English, educational journalism, and speech communication at all levels and in all institutions. The scope of interest of the Clearinghouse includes research reports, literature reviews, curriculum guides and descriptions, conference papers, project or program reviews, and other print materials.

One of the primary goals of ERIC and NIE is to present the information found in the ERIC system in a format that will be useful to the classroom teacher, the administrator, and the curriculum developer. Such is the goal of this bibliography, which brings together titles and descriptions of curriculum guides recommended by the NCTE Committee to Evaluate Curriculum Guides and Competency Requirements. ERIC/RCS is pleased to assist NCTE in providing this continuing service to educators.

Charles Suhor
Director, ERIC/RCS

INTRODUCTION

To help teachers and administrators to develop exemplary English language arts curricula, the NCTE Committee to Evaluate Curriculum Guides and Competency Requirements, through the cooperation of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), has prepared this annotated list of recommended curriculum guides. Its purpose is to publicize carefully planned and well-written curricula, providing models for those who are currently reviewing their programs and want to consider a variety of curricular frameworks, content units, and individual lesson plans. Local curriculum committees may find it worthwhile to study these guides with several considerations in mind: philosophy and rationale; objectives and organization; activities for the teaching of composition, reading, or literature; evaluation; and the applicability of a given curriculum in another setting. Furthermore, school districts are encouraged to consult the criteria, included at the end of this booklet, before they start their curriculum work. In addition to the 1985 list, annotations for curriculum guides recommended in 1984 and 1983 are included.

The guides recommended here are available from the schools and agencies that produced them or from the ERIC Document Reproduction Service (EDRS). Curricula that have been assigned ERIC document (ED) numbers, given in the annotation headings, can be ordered through EDRS. Curricula that will be available in the near future from EDRS are noted by "CS" number. EDRS ordering information is found at the end of this booklet.

Still another service to local curriculum planners is the opportunity for review of curriculum guides, offered free of charge by the committee. A school district should mail two copies of its curriculum guide to the NCTE Committee to Evaluate Curriculum Guides and Competency Requirements, 1111 Kenyon Road, Urbana, Illinois 61801. In addition, the Committee would appreciate two statements: one that indicates whether the guide should be considered for inclusion in the next publication of Recommended English Language Arts Curriculum Guides, K-12, and a second that describes the development of the guide, the nature of the school population and community, and the guide's relationship to other curriculum materials in use. When a school district sends a curriculum guide for review, a member of the committee examines the materials carefully, reports in written form according to the criteria, and records comments on a cassette tape that is sent to the participating district.

The National Council of Teachers of English regards curriculum development at the local level as a professional activity of the highest order. The committee's review role and the publication of this booklet are testaments of this regard. The Committee to Evaluate Curriculum Guides and Competency Requirements urges teachers everywhere to encourage and participate in the continuing work of curriculum development.

CURRICULUM GUIDES
RECOMMENDED IN 1985

ELEMENTARY

A Course of Study for Language Arts in Utah. Elementary. Utah State Office of Education, Salt Lake City. Division of Curriculum and Instruction. 1982. ED 252 890. 200 pp.

Consistent with the Utah State Office of Education philosophy that listening, speaking, reading, and writing are integral aspects of the total curriculum, the strands included in this elementary language arts guide are study skills, affective language, literature, composition, speaking and listening, and grammar and usage. Each of the strands is divided into general learning objectives that group related student outcomes together. Accompanying each objective are precise statements of measurable language arts behaviors to be demonstrated by the student. All objectives carry a six-digit number (identifying the subject area, level, and strand) and a three-digit number (providing information to the state education agency concerning the relationship of each objective to the general curriculum goals). Objective numbers are used to identify related instructional support materials, including evaluation instruments, record-keeping materials, and teaching strategies, as well as commercial materials that can be coded to the objectives. The guide also provides an overview of the curriculum framework, state maturity goals and related curriculum goals, language arts problem objectives, overviews of the course of study and of the resource file, language arts scope and sequence charts, and growth and development theoretical foundation charts. Appendices contain a list of knowledge categories (what the student knows), a categorization of inquiry-problem solving processes (what the student is able to do), a list of communication skills, and an outline of language concepts.

Elementary Writing Program. Bay Shore School District, New York. Office of Instructional Services. 1983. ED 240 553, 25 pp. (Note: A two-page journal article and six pages of poetry in the original document are copyrighted and have not been reproduced in ERIC.)

A description and supporting materials of the elementary school writing program of the Bay Shore Public Schools (New York) are presented in this guide. The description and materials include the following: (1) the program philosophy; (2) a review of writing research, including a twelve-point summary of methods for teaching writing and a ten-point summary of the proper classroom climate; (3) seven broad instructional goals; (4) an explanation of the seven stages involved in the writing process; (5) handouts on the writing process, brainstorming, audience response to writing, and editing symbols; (6) student checklists for analyzing their work in terms of improvement and mechanics; (7) a list of eight questions to be used for teacher evaluation of student writing; (8) a description of the district's system for diagnosis, prescription, and evaluation of student writing; (9) a sheet that provides student guidelines for writing and teacher guidelines for writing instruction; (10) suggestions for instructional materials; and (11) an eight-item bibliography of references.

K-8 Writing Skills Curriculum. Skokie District 68, Illinois, 1982. CS 208 979.

In this K-8 writing skills curriculum, developed in Skokie (Illinois), the objectives are presented in a "mastery" format so that student achievement can be assessed. The

document begins with a statement of philosophy, and guidelines for teachers to use in implementing the program, and then describes the curriculum format, which focuses on the concepts of introducing, emphasizing, mastering, and reinforcing a skill. Lists of objectives accompany the charts for each of the following skills: sentence and paragraphing, letter writing, oral message, descriptive, narrative, explanatory, persuasive, and editing and proofreading. Each objective is then listed separately, followed by a "writing prompt" or exercise and scoring criteria. The writing prompts in the document are to be used by the teacher as tests following instruction.

Language Arts Guide K-8. Georgia State Department of Education, Atlanta. Office of Instructional Services. 1984. ED 257 123, 187 pp.

Intended for use by curriculum specialists, administrators, resource teachers, classroom teachers, and teachers of special reading programs, this language arts guide for kindergarten through grade eight offers objectives and activities for integrating the language arts. The guide, divided into two major sections on reading and oral and written communication, follows a general format, making it adaptable to any situation, and covers the following skill areas: (1) reading readiness, (2) word recognition, (3) reading comprehension, (4) functional reading skills, (5) study skills, (6) imagining, (7) describing, (8) telling, (9) explaining, (10) persuading, (11) researching, (12) interpreting, and (13) social interacting. Information on each of these areas includes a discussion of the skill and sample activities. The numerous appendices include a list of instructional resources and instruments for evaluating vocabulary skills, learning centers, silent reading performance, and the learning environment; standards for basic skills writing programs; and a learning style indicator for effective oral communication programs.

The Wichita Reading Handbook. Wichita Public Schools, Kansas. 1981. Available from Curriculum Services Division, Wichita Public Schools, 640 North Emporia, Wichita, Kansas 67214 ($7.00). CS 008 036.

Designed for teachers, administrators, and supervisory personnel for use in planning, developing, and evaluating reading programs, this curriculum guide has been prepared to describe significant features of the classroom reading program for teaching reading from kindergarten through eighth grade. Various sections of the guide contain information about the following: (1) the four specific skills involved in the reading process, (2) the Wichita management system, (3) diagnostic-prescriptive teaching, (4) reading skills checklists for kindergarten through eighth grade, (5) grouping for reading, (6) directed reading activity, (7) reading instruction in content areas, (8) sample activities (color coded) designed to reinforce the skills involved in the reading process, and (9) parental involvement in the reading program. Appendices contain testing instruments used in the program.

SECONDARY

American Literature: Performance Objectives and Classroom Activities. Hope Ascher and others. Brevard County School Board, Cocoa, Florida. 1983. ED 255 913, 97 pp.

This guide is a sampler of ideas and activities based on twenty-two minimum objectives in speech, reading, writing, and research that have been identified for American literature study. Many of the activities involve an integration of several skills that are cross-referenced to other skills in the margins of the guide. A separate section on research skills provides suggestions for topics, management of the process, evaluation of

the product, and an essay on the reluctant researcher. The section on classroom management focuses on class openings, involving students in decision making, group work, film usage, resources, teaching a major work, and effective questioning techniques. Five appendices include the following: (1) lists of major works and ethnic writers, (2) a list of films suitable for American literature study, (3) a student log for writing assignments, (4) a description of a team-taught American studies curriculum that incorporates history and literature, and (5) a list of the Florida minimum performance standards and skills in reading and writing for the eleventh grade.

A Course Syllabus for the Teaching of English Language Arts 10A. Seattle Public Schools, Administrative and Service Center, 815 Fourth Avenue North, Seattle, Washington 98109. 1984.

Designed for the English teacher, this course syllabus for English Language Arts 10A provides experiences and establishes objectives in all five categories of the language arts curriculum—oral language, written composition, writing mechanics, language study, and literature—and presents skills and content so as to emphasize the interrelationships among the five areas and to use the skills learned in one area to reinforce the learning in another. After introductory sections containing suggestions for use and a course description, the manual provides sections on (1) listening and speaking (notetaking, small group discussion, and small formal talks); (2) written composition (practical writing, imaginative writing, and expository writing); (3) writing mechanics (sentence construction, capitalization, punctuation, spelling, and format); (4) language study (word usage and the dictionary); (5) literature (organizing literature by genre and responding to literature); and (6) reading (special terms and scanning). Appendixes contain "minimal marking" techniques and an annotated list of Seattle public library films.

English, Grade 7, Levels I, II, & III. Revised. Debbie Kercher and others. Hampton City Schools, Virginia. 1984. ED 257 063, 84 pp.

The first of seven related guides, this curriculum guide for seventh-grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principal features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units: Mythological Heroes, Folk Heroes and Folk Craft, Popular Heroes, and Family Courage and Challenges. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation.

English, Grade 8. Revised. Sharon Thompson and others. Hampton City Schools, Virginia. 1984. ED 257 064, 77 pp.

The second of seven related guides, this curriculum guide for eighth-grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide

contains a course syllabus, a general philosophy and objectives, a list of the principal features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference table for the standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units, which focus on adolescence and its relationship to the following themes: identity and self-fulfillment, communication and interpersonal relationships, compassion and the common struggle, and facing reality. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation.

English, Grade 9. Revised. Pat Ogden and others. Hampton City Schools, Virginia. 1984. ED 257 065, 79 pp.

The third of seven related guides, this curriculum guide for ninth-grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principal features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference table for the standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains four instructional units: Struggles and Conflicts, Freedom and Responsibility, Hopes and Aspirations, and Media and Modern Man. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation.

English, Grade 10, Levels I, II, & III. Revised. Marvin Sylvest and others. Hampton City Schools, Virginia. 1984. ED 257 066, 77 pp.

The fourth of seven related guides, this curriculum guide for tenth-grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of principal features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units: Understanding Self through Private Moods, Family Relationships, People under Pressure, and Dreams--Then and Now. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. An appendix contains material for grammar instruction to be integrated into the various unit lessons.

English, Grade 11, Levels I, II, & III. Revised. Melinda Eaton and others. Hampton City Schools, Virginia. 1984. ED 257 067, 126 pp.

The fifth of seven related guides, this curriculum guide for eleventh-grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principal features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains five instructional units: America's Dream and Promise, Inner Struggle, Struggle for Justice, Search for Values, and Man and Nature. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities, and a statement on evaluation. An appendix contains material for grammar instruction to be integrated into various unit lessons.

English, Grade 12, Level I. Revised. Lou Nicholson and others. Hampton City Schools, Virginia. 1984. ED 257 068, 92 pp.

The sixth of seven related guides, this curriculum guide for twelfth-grade English, Level I, outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principle features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the five instructional units: Ventures into Oneself, The Quest, Understanding the World, Making Decisions, and Coping with Change. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. An appendix contains material for instruction in grammar and the writing process.

English, Grade 12, Levels II & III. Revised. Gayle Lemmond and others. Hampton City Schools, Virginia. 1984. ED 257 069, 117 pp.

The seventh of seven related guides, this curriculum guide for twelfth-grade English, Levels II and III, outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principal features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units: Know Thyself, Choice and Consequence,

Foibles, and Critics of Society. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. An appendix contains material for instruction in grammar and the writing process.

English Curriculum Guide for the Parkland Secondary Schools, 7-12. Parkland School District, Orefield, Pennsylvania. CS 209 169.

The first of two volumes, this English curriculum guide for grades 7-12 is part of a comprehensive curriculum plan for grades K-12. It describes the cognitive content that should receive instructional emphasis at each grade through a scope and sequence chart and a statement of student outcomes--descriptions of skills and concepts that students should be developing. The scope and sequence pages are presented first, with each topic of the scope and sequence labeled to indicate the depth of student involvement required at the given grade level. Course guides included are for 7th, 8th, 9th and 10th-12th business English; 10th-12th college preparatory for the gifted/high potential program; and 10th-12th general/vocational technical courses. Each course guide has (1) a course introduction page containing a course description, required units for presentation in a recommended or optional sequence, and suggested evaluations and levels of student achievement for the course; (2) several unit introduction pages that include an overview of the unit, suggested instructional time, intended student objectives, and suggested evaluation for the unit; and (3) within each unit, one or more pages that include major concepts/content, suggested activities, and suggested resources.

English Honors Courses, Elective Courses, Grades 10-12. Parkland School District, Orefield, Pennsylvania. CS 209 170.

The second of two volumes, this English curriculum guide for honors and elective courses for grades 10-12 is part of a comprehensive curriculum plan for grades K-12. The courses include honors English, grades 10 and 12; a college preparatory grade 12 class taught in conjunction with a community college; journalism, grades 10-12; basic composition, grades 10-12; theater arts 1, grades 10-12; theater arts 2, grades 11-12; and creative writing, grades 10-12. Each course guide has (1) a course introductory page containing a course description, required units for presentation in a recommended or optional sequence, and suggested evaluations and levels of student achievement for the course; (2) several unit introduction pages that include an overview of the unit, suggested instructional time, intended student objectives, and suggested evaluation for the unit; and (3) within each unit, one or more pages that include major concepts/content, suggested activities, and suggested resources.

English/Reading Instructional Course Outline for Grade 6 in the Junior High School. Publication No. SC-842. Los Angeles Unified School District. 1983. Available from Los Angeles Unified School District, Instructional Publications Unit, Room G-390, 450 North Grand Avenue, Los Angeles, California 90012 ($2.75) ED 252 846, microfiche only, 74 pp.

Emphasizing that both process (the "how" of language arts and operations) and content (the "what" of curriculum) must be considered in the development of language arts programs, this guide provides an integrated English/reading core curriculum for sixth grade students in a culturally and economically diverse urban school district. Various sections of the guide contain (1) a statement of philosophy; (2) a list of teacher responsibilities in implementing the curriculum; (3) lists of skills objectives for reading,

listening, speaking, and writing; (4) instructions for using the skills objectives; (5) sample lesson plans; (6) the essential skills to be covered; (7) guidelines for the assignment of homework; (8) evaluation procedures; (9) suggestions for teaching test-taking skills; (10) lists of the intellectual characteristics of sixth grade students; (11) tips for parents who want to help reinforce the skills; and (12) a list of resources needed. The section of the guide containing essential skills to be covered is divided into thematic units ranging from six to ten weeks in length, each focusing on a literary genre.

Language Arts Guide 9-12. Georgia State Department of Education, Atlanta. Office of Instructional Services. 1984. ED 257 124, 150 pp.

Intended for use by curriculum specialists, administrators, resource teachers, classroom teachers, and teachers of special reading programs, this guide for language arts in grades 9 through 12 offers general suggestions and specific activities for integrating the language arts. Skill areas covered in the two major sections--oral and written communication and reading--include (1) imaging, (2) describing, (3) telling, (4) explaining, (5) persuading, (6) researching, (7) interpreting, (8) social interacting, (9) reading comprehension, (10) content area reading, (11) vocabulary development, (12) assessing print material, (13) functional reading skills, and (14) study skills. Information in each of these areas includes a discussion of the skill and sample activities. The numerous appendices include a list of basic skills test reading indicators, a learning environment checklist, a silent reading checklist, a readability graph, directions for preparing a cloze procedure, standards for basic skills writing programs, standards for effective oral communication programs, guidelines for minimal speaking and listening competencies, eighth grade criteria references test objectives in reading, a list of essential skills in language arts for Georgia schools, and a self-evaluation checklist for classroom teachers.

Parkland High School Program of Studies. Parkland School District, Orefield, Pennsylvania. CS 209 168.

One of three related documents, this booklet for students contains the basic lists and course descriptions of the high school curriculum offerings. The introductory section includes information about the counseling services, graduation requirements, credits, promotion policy, curriculum areas, independent study, program opportunities for gifted/high potential students, and other school policies. The remaining sections of the booklet contain sample registration forms, a course catalog, and the course descriptions.

Secondary Reading, Minimum Standards Implementation Series. Ohio State Department of Education, Columbus. Division of Elementary and Secondary Education. 1983. ED 252 947, 43 pp.

One of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education, this publication is designed to help teachers and administrators organize secondary reading instruction that will meet the requirements of the revised standards. The document is organized into an introduction; a section on effective reading instruction with chapters on leadership, planning, implementation, and evaluation; a section on staff training; a section listing four references; and a section of appendices. Appendix A gives forms for a teacher survey of reading, Appendix B details a staff development program for selecting content materials, and Appendix C lists Ohio Department of Education resources.

Standards of Learning Objectives for Virginia Public Schools: Theatre Arts, Oral Communication, Journalism. Virginia State Department of Education, Richmond. 1985. ED 257 087. 17 pp.

The standards of learning (SOL) objectives in the areas of theatre arts, oral communication, and journalism explicitly stated in this guide reflect the scope and depth of these elective subjects and identify some appropriate ends for instruction. The guide outlines the goals, objectives, guidelines, and SOL objectives for programs in the three subject areas. For theatre arts, the SOL objectives are subdivided into categories of human growth and development, theatre concepts and skills, and interdisciplinary relationships. In the area of oral communication, the SOL objectives are arranged under the headings of communication theory, preparation, performance, and analysis and evaluation. Sixteen SOL objectives are listed for the journalism program.

Student-Performance Standards for Senior High Language Arts. Brevard County School Board, Cocoa, Florida. 1984. ED 255 912, 138 pp.

Developed by a team of thirteen teachers, this guide presents student performance standards for thirty-six high school language arts courses. For each course described, performance standards and intended outcomes are preceded by a curriculum framework that includes a statement of major concepts and content, laboratory activities, special notes, and intended outcomes. The courses cover such topics as English skills, English honors, world literature, American literature, British literature, contemporary literature, advanced placement English, reading, creative writing, speech, debate, journalism, and drama. The appendix includes the Standards of Excellence approved by the Florida State Board of Education in September 1983, as well as an overview of the Standards of Excellence as they are taught in the curriculum.

GRADES K-12

Graded Course of Study in Language Arts, K-12. Euclid Public Schools, Ohio. 1982. Available from Euclid Public Schools, Attention: Dr. William G. Dodds, Director of Instruction, 651 East 222 Street, Euclid, Ohio 44123 ($11.50). CS 209 242.

The overall goals of the kindergarten through grade 12 language arts program described in this guide are based upon strands that are common to every level of instruction: spelling, reading, handwriting, composition (oral and written), and literature. The goals deal with a wide variety of ways by which people communicate; emphasize the mechanical and skill dimensions of reading, spelling, writing, composition, correct usage, punctuation, speaking and listening; and include the use of the library and its various reference materials. The guide lists individual goals for each of the language arts at each grade level, and provides scope and sequence charts in all skills for kindergarten through grade 6, grades 7 and 8, and grades 9 through 12. The guide concludes with a statement on program evaluation.

Language Arts Scope and Sequence of Skills, Grades K-12. Bellingham Public Schools, Washington. 1984. Available from Bellingham School District No. 501, P.O. Box 878, 1306 Dupont, Bellingham, Washington 98227 ($25.00).

The scope and sequence of oral and written communication skills in this language arts curriculum guide for kindergarten through grade twelve are organized in three ways: (1) as a total overview of all skills at all levels, (2) as a summary of each skill with grade

level designations for attention, and (3) as checklists for each grade level to aid instructional planning and evaluation. The guide lists skills for each grade level and provides letters to identify the teacher's instructional responsibilities: "I"--the skill should be formally introduced; "R"--the specific skills have been introduced previously, but reteaching is necessary for reinforcement; "A"--the majority of students will demonstrate competence in that skill by the end of the year; and "C"--the majority of students have attained competence and should find no need for additional formal instruction. An extensive appendix provides ideas for teaching the various language arts, a glossary, models for selected lessons, suggestions for parents, and a bibliography for elementary, middle school, and high school levels.

Learning Outcomes for Reading. West Virginia Department of Education, Office of Educational Program Development, Charleston, West Virginia 25305. 1983.

Intended for classroom teachers, this guide contains outcomes and objectives for grades K-12 that are intended to be used for improving the teaching and learning of reading skills. The prefatory section of the document briefly presents the goals of the program, suggestions for implementation, and a definition of terms. Presented next are a reading concepts chart and a scope and sequence chart covering these subjects: readiness, word recognition, comprehension, study skills, and recreational reading and personal development. The remainder of the guide is arranged in chart form and lists concepts, learning outcomes, sample learning objectives, teaching strategies, resources, and evaluation techniques for each grade level.

Teaching and Testing Our Basic Skills Objectives (T & T). Writing: Grades 4-12. Lyn Zalusky Mueller and others. South Carolina Department of Education, Columbia. Office of Research. 1984. Available from South Carolina State Department of Education, Office of Research, 1429 Senate Street, Columbia, South Carolina 29201 ($2.50). ED 253 886. 166 pp.

Intended to provide South Carolina educators with a tool for curriculum and instructional development that complements the assessment of the state writing objectives, this guide focuses on that part of the curriculum reflected in the state basic writing skills objectives. The various sections in the first part of the guide: (1) discuss the purposes of writing and the features of the Basic Skills Assessment Program (BSAP); (2) define the state-adopted BSAP writing objectives; (3) address the types of writing eligible for testing in the BSAP, and list and define the specific skills for each type of writing; (4) explain how to integrate the stages of the writing process with the BSAP objectives and types of writing; (5) provide a writing revision checklist that can be incorporated into the writing instruction; (6) discuss ways to integrate the writing process into instruction; and (7) offer sample activities for the different types of writing. The two major sections of the second part of the guide describe the test items, test administration procedures, score scales, and rater training and scoring processes, and provide student writing samples along with scoring rationales for the different types of writing.

CURRICULUM GUIDES
RECOMMENDED IN 1984

ELEMENTARY

Curriculum Guide for Teaching Gifted Children Literature in Grades One through Three. Updated Edition. Carole Laidlaw. California State Department of Education. 1978. Available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65). ED 157 072, microfiche only, 35 pp.

Lessons directed toward the development of literary and interpretive skills in gifted children in grades one through three are described in the guide, which contains an introductory session and ten lessons. These lessons are designed to help children learn about three elements of plot (story line, buildup, and theme), the roles played by story characters, story mood and tone, element of suspense and surprise, figurative and descriptive language, point of view, first person and third person stories, and mystery stories. The lessons include suggestions for discussion questions, activities, and recommended reading materials. The guide also suggests methods for helping students write original stories, learn to write book reviews, and evaluate the books they read.

Teaching Gifted Children Literature in Grades Four through Six. Updated Edition. Carole Laidlaw. California State Department of Education. 1978. Available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65). ED 157 073, microfiche only, 32 pp.

Six basic considerations in teaching literature to gifted children in grades four through six are presented in the first half of this curriculum guide: (1) The teacher needs a broad knowledge of literature, as well as a sensitivity to students, in order to recommend literature for each child. (2) The teacher's method of presentation is important. (3) The reading preferences of the child should be honored. (4) The interrelationship of content and skills must be recognized. (5) The gifted child should be encouraged to develop higher intellectual skills such as evaluation, critical and creative thinking, recognition of implication, development of hypotheses, and comparison and contrast. (6) Varied types of literature should be suggested by the teacher. The second half of the curriculum guide offers four sample units with suggested activities and readings given for each unit. The units are entitled Conformity and Rebellious Behavior, Science Fiction and Fantasy Literature, A Study of the Works of One Author, and Use of Historical Fiction. The two appendices offer a sample comprehensive literature unit and a suggested literature/language arts curriculum for academically gifted students.

Literature & Story Writing: A Guide for Teaching Gifted and Talented Children in the Elementary and Middle Schools. Bonnie J. Deming and Leif Fearn. California State Department of Education. 1981. Available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($2.75). ED 211 991, microfiche only, 120 pp.

The ten lessons in this guide outline objectives and activities that will help gifted students to write intelligibly and creatively and to read with understanding and appreciation. Each of the lessons focuses on an aspect of literature, such as the story line, the buildup to a climax, the plot and how it is influenced by theme, characterization, tone, figurative and descriptive language, and points of view. The analysis of mystery stories is also discussed. Lessons three through ten contain

recommended reading lists identifying books strong in the literary lesson taught. Interspersed among the lessons are activities and exercises from the "Writing Kabyn," a systematic developmental writing program designed for ability levels throughout the elementary and middle school. Following the ten lessons, the guide presents a discussion of the culminating project, which contains suggestions for helping students complete a final writing project, either a research report or a short story. An outline of personal interest reading, suggested book review forms, and steps to use when evaluating literature are also included in the guide. An appendix contains an annotated bibliography on the teaching of literature and writing, a list of recommended paperback books, and a bibliography of educational materials for teaching literature and story writing.

Spelling Program K-6: Spelling Curriculum with Dictionary Skills. Mehlville School District. 1983. Available from the Curriculum Office, Language Arts, Mehlville School District, 3120 Lemay Ferry Road, St. Louis, Missouri 63125. ED 246 419, 39 pp.

Intended for teachers involved in language arts instruction in kindergarten through grade six, this spelling program guide was developed to aid in improving spelling and the use of dictionaries. Following a statement of the goals of the spelling program, the sections cover the following program aspects: (1) textbooks and dictionaries; (2) instructional objectives, including spontaneous spelling for kindergarten and mastery skills in spelling and dictionary use for grades one through six; (3) time allotment for spelling study; (4) word selection for a spelling program; (5) the test/study/test teaching method; (6) individualization for other than average spellers; (7) error analysis of children's spelling strategies; and (8) intrinsic and extrinsic motivation. A list of relevant resources is included.

Language Arts through Language Experience: An Elementary Curriculum Guide. Mehlville School District. 1983. Available from the Curriculum Office, Language Arts, Mehlville School District, 3120 Lemay Ferry Road, St. Louis, Missouri 63125. ED 245 248, 49 pp.

Using the latest research theories, this elementary school curriculum guide was prepared for kindergarten through grade six by the teaching staff and curriculum office of the Mehlville (Missouri) School District for teachers of language arts. The guide focuses on the language experience approach, as well as the writing process and cross-curriculum writing. Teaching objectives are stated in sequential order, and instructions are given as to when they should be introduced, reinforced, and mastered. The guide also includes suggested activities and procedures to teach many of the objectives, a statement of philosophy and goals, a section that details writing methodology for teachers, and a list of pertinent references.

SECONDARY

Junior High Curriculum Guide to Language Arts of the Mehlville School District. Mehlville School District. 1984. Available from the Curriculum Office, Language Arts, Mehlville School District, 3120 Lemay Ferry Road, St. Louis, Missouri 63125. ED 246 420, 30 pp.

Based on the latest research and theories, this junior high school curriculum guide was prepared for teachers of language arts by the Mehlville (Missouri) School District. Following a statement of the philosophy of the program, teaching objectives are stated for writing, literature, and related skill areas. Other sections include a scope and

sequence chart, evaluation and testing components, instructional methods, and a list of recommended textbooks and materials. A bibliography of resources is also included.

English Curriculum Guide: Senior High Program. Mehlville School District. 1984. Available from the Curriculum Office, Language Arts, Mehlville School District, 3120 Lemay Ferry Road, St. Louis, Missouri 63125. ED 246 421, 38 pp.

Prepared by the teaching staff and curriculum office of the Mehlville (Missouri) School District, this curriculum guide for senior high school English presents a dual focus on language (grammar, usage, and composition) and literature (fiction, nonfiction, poetry, drama, and media). Following a statement of the philosophy of the program, the guide outlines the program's requirements, including graduation requirements in English, placement criteria, and college preparatory credits. This is followed by a list of textbooks and instructional materials, and an overview of the program. The overview includes objectives for literature, composition, language skills, and grammar and usage--listed sequentially for the program's three levels of English. The remaining two sections discuss the English elective program and suggested teaching methods.

High School Curriculum Guide in English. Hayward Unified School District, California. 1984. Available from Hayward Unified School District, P.O. Box 5000, Hayward, California 94540 ($15.00). ED 247 579, microfiche only, 214 pp.

Developed by teachers to provide a district-wide description of English course content, this curriculum guide is intended for use as a basis for planning instructional activities in a number of areas. The guide consists of four main sections: (1) an introduction, which provides a statement of philosophy, a scope and sequence of skills within English courses, and brief descriptions of the courses; (2) discussions of the writing process, of effective writing programs, and of effective reading programs; (3) a taxonomy of skills sequenced according to the grade level in which each is introduced, taught, reinforced, and maintained; and (4) course descriptions providing course goals, objectives, concepts and skills, and suggested methods, activities, and materials. Appendices contain descriptions of Bloom's taxonomy, a definition and designation of college preparatory English courses that meet the specifications of the California State University system, a statement of the English preparation necessary for admission to the University of California system, a list of graduation requirements for Hayward High School, lists of materials for precollege reading, lists of materials available from the high school library, and a scoring guide for student written work.

GRADES K-12

Teaching Gifted Students Literature in Grades Seven through Nine. Updated Edition. Myra J. Redick. California State Department of Education. 1978. Available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($8.65). ED 157 074, microfiche only, 32 pp.

The introduction to this curriculum guide notes problems in working with students in early adolescence and discusses the "generation gap," the value of literature for students, and the importance of planning a literature program to meet students' needs. The guide then suggests ways of helping students study heroes and heroines in folk literature, discusses epic conventions that may be treated in class, suggests a sample unit on heroes and heroines, and explains ways of helping students study the epic poem Beowulf. Additional discussions show how the special needs of gifted students may be met by

providing units on decision making, the Prometheus theme in literature, and fantasy literature. The conclusion of the guide points to adjustments and academic problems frequently faced by gifted students and stresses the importance of creating educational programs designed to meet their special needs.

Teaching Gifted Students Literature and Language in Grades Nine through Twelve. Updated Edition. Jane D. Reed. California State Department of Education. 1978. Available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65). ED 157 075, 60 pp.

The chapters of this guide discuss the following topics related to English programs for gifted high school students: philosophical principles underlying such programs, the study of literature, specific examples of subject matter content in literature, relationships among various phases of language study, specific examples of subject matter content in language, descriptions of kinds of gifted English students, and operational procedures in conducting literature and language programs for the gifted student. The summary outlines the publication's underlying assumptions about the education of gifted students.

Handbook for Planning an Effective Writing Program: Kindergarten through Grade Twelve. Theodore R. Smith, ed. California State Department of Education. 1982. Available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($2.00). ED 215 350, microfiche only, 72 pp.

Intended as a source of motivation and guidance for those who wish to examine and perhaps change a school's writing program, this handbook addresses both the content and the teaching methodology of a writing program. Sections of the handbook provide: (1) background information on the teaching of writing, (2) a discussion of the writing process through its many stages, (3) advice on implementing a school-wide writing program, (4) the important elements to consider when establishing a staff development program for the teaching of writing, and (5) a checklist for assessing a school's writing program. The discussion of each writing component includes a narrative and suggested activities, which are adaptable to various grade levels. A list of selected references appears at the end of the handbook, and suggestions for further reading appear throughout the document.

English Language Framework for California Public Schools, Kindergarten through Grade Twelve. California State Department of Education, Sacramento. 1976. ED 120 817, 81 pp.

This booklet is an update of the English Language Framework for California Public Schools: Kindergarten through Grade Twelve published in 1968. One of the functions of this framework is "to provide a structure which integrates evidence, suggests action, and articulates new ideas and relationships." The document is divided into seven major sections. "Philosophical Considerations: Student, Process, Content" examines the focus of the student, process in the English language arts, and content as a component of learning. "The Student as Language User and Interpreter: Goals and Objectives" examines program objectives and goals for the student. "Language Arts and Operations: Process" examines such topics as oral language, listening and speaking, reading, composing, and valuing. "Language Areas: Content" examines language study, literature, and media. The fifth section examines evaluation efforts. The sixth chapter examines models for the English language arts program. The final chapter, "Contemporary Issues," examines concern for individuals, organization of curricula, the teachers' roles, the need for good public relations, and the use of tests.

Handbook for Planning an Effective Reading Program. California State Department of Education. 1979. Available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.50). ED 172 182, microfiche only, 53 pp.

Intended to help provide breadth to a reading program, this handbook emphasizes that reading is learned and reinforced through the use of the other language skills: listening, speaking, and writing. The first section relates to key instructional components of effective reading programs and includes divisions dealing with skill development (comprehension, language processing, and fluency and flexibility); motivation; and application (reading and responding to literature, reading in the content areas, recreational reading, study skills, and practical uses of reading). The second section relates to key issues for implementing a high-quality reading program and includes divisions dealing with classroom-level issues (classroom climate and organization, personalized instruction, teaching methodology, systems for monitoring progress, and management systems) and with school-level issues (policies and philosophy, availability of programs and courses, student placement, student disabilities, assessment, and reports to parents). Also included is a checklist for use in evaluating the components of an effective reading program.

Reading Framework for California Public Schools, Kindergarten through Grade Twelve. Theodore R. Smith, ed. California State Department of Education. 1980. Available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.75). ED 195 974, microfiche only, 73 pp.

Designed for use by California educators responsible for reading instruction, this booklet (1) provides the basis for development of criteria for materials selection, (2) serves as a resource for inservice training, (3) furnishes guidance for developing reading curricula, and (4) establishes guidelines for aiding program and personnel evaluation. The first section of the booklet discusses the following components of the reading program: reading readiness and listening improvement; oral language development; writing, vocabulary, and concept development; comprehension development; decoding/language processing; content area reading; study skills; flexibility, rate, and purpose; reading and literature; and personal reading. Each component is accompanied by lists of goals, objectives, and activities. The second section deals with program planning, including such areas as assessment of student needs, provision for special needs, selection of materials, teaching strategies, and teacher preparation and evaluation. The third section discusses the various contributors to a good reading program, among them the family, administrators, reading specialists, librarians, and the school board. The fourth section reviews several contemporary issues related to reading instruction, including mainstreaming, basic skills, television, and readability formulas. Appendices contain an outline for an integrated language arts unit, a list of references, a glossary, and the criteria for evaluating reading materials.

CURRICULUM GUIDES
RECOMMENDED IN 1983

ELEMENTARY

Elementary Language Arts Curriculum Guide. Curriculum Guide LA-001-82. New Orleans Public Schools. 1982. Available from Supervisor of Language Arts, New Orleans Public Schools, 4100 Touro Street, New Orleans, Louisiana 70122 ($25.00). ED 234 405, 993 pp.

Emphasizing the interrelationships of listening, speaking, reading, and writing, this curriculum guide provides a comprehensive language program for each grade level from kindergarten through grade six. Following brief statements of philosophy and objectives, the bulk of the guide is devoted to descriptions of activities at each grade level and across the four strands of the curriculum. Each description lists learner outcomes for the cognitive, affective, and psychomotor domains and titles of additional resources. A spiraling scope and sequence is provided for each grade level, indicating the steps necessary to reach specific goals. Appendices contain a list of currently adopted texts in language arts for the Orleans Parish Public Schools, a bibliography of professional books, the word lists used by the state of Louisiana for its basic skills tests, and notes on listening, speaking, reading, and writing.

Composition Handbook for Decatur Teachers. Decatur Public Schools. 1982. Available from Decatur Public Schools District 61, 101 West Cerro Gordo, Decatur, Illinois 62523 ($4.50 per copy, $4.00 for 12 or more). ED 234 404, 74 pp.

Designed for the classroom teacher, this composition handbook suggests ways in which the teacher can integrate composition activities with the Macmillan language program. The first part of the handbook examines current research findings: (1) students learn to write by writing, (2) a variety of writing experiences is necessary, (3) the writing process is as important as the product, (4) mistakes in writing can be an indication of growth, (5) revising must be a part of the writing process, (6) a real audience is important if students are to take writing seriously, (7) teachers must learn to find better ways to handle the paper load, (8) writing must be done in all subject areas, (9) writing contributes to intelligence, (10) writing aids in the development of reading, and (11) reading aids in the development of writing. The second part of the handbook offers writing goals and activities for kindergarten through grade six students. In addition, this section provides summary statements of the skills the average student should possess at the end of each grade and a list of sources for further writing activities. Appendices contain suggestions, tips, and methods for handling the paper load, writing in the content areas, and developing audiences for students' writing, as well as lists of publishers of student writing and writing contests.

Elementary School Handbook for Expository Writing Grades K-3. Arlington Public Schools. 1980.

Elementary School Handbook for Expository Writing, Grades 4-6. Arlington Public Schools. 1980.

Intermediate School Handbook for Expository Writing, Grades 7-8. Arlington Public Schools. 1980.

High School Handbook for Expository Writing, Grades 9-10. Arlington Public Schools. 1980.

High School Handbook for Expository Writing, Grades 11-12. Arlington Public Schools. 1980.

Available from EXPO Project, Arlington Public Schools, 1426 North Quincy Street, Arlington, Virginia 22207 ($12.00 for each guide). EXPO Writing Process Tests, including a test manual, are also available from the EXPO Project. For information, write the EXPO Project at the above address.

These five guides have been developed on the premise that coherent, unified writing is a skill that can be taught through mastery of the five-step writing process: prewriting, outlining, writing, proofreading, and rewriting. Each of the guides contains an overview of expository writing and goals, a discussion of the writing process, writing exercises for each of the five steps, and extensive appendices. These appendices, which coordinate with the grade levels of each individual guide, include such items as a definition of terms, considerations in designing topics, topics, sample paragraphs, hints to the writer, standards for written work, evaluation sheets, writing assignments, and a materials catalogue.

Anchor Papers, Grades 4-5. Wappingers Central School District, Wappingers Falls, New York. 1982.

The "anchor papers" included in this sample serve as examples of the range of responses possible for each of the four levels in the holistic rating scale proposed by New York State for scoring its new writing test. This guide describes the process by which the anchor papers were scored and selected from a total number of 745. In addition to the anchor papers, the guide includes commentaries, generalizations, instructional activities, and results.

Reading/Language Arts. Elementary and Middle School Curriculum Objectives. Boston Public Schools. 1982. Available from Boston Public Schools, Department of Instructional Services, 26 Court Street, Boston, Massachusetts 02108. ED 233 091, 156 pp.

The purpose of this guide is to outline clear objectives in reading, writing, listening, speaking, and critical thinking with emphasis on the integration of these language arts. The following individual categories are charted for all nine grade levels, kindergarten through grade eight: (1) variety of material--experience with a broad range of reading material; (2) literal comprehension--reading/listening for the explicit meaning; (3) interpretive comprehension--reading/listening "between the lines"; (4) evaluative comprehension--reading/listening with critical insight; (5) vocabulary building--word recognition and word meaning; (6) variety of writing--experience with a broad range of writing modes; (7) writing--the craft; (8) writing--mechanics and usage; (9) speaking--oral reading, speaking, and presentation; (10) study skills--locating, organizing, and retaining information; and (11) language structure--patterns and nomenclature of English. All objectives are presented in two columns, one listing the objective and its scope and the other giving an example of what the student should be capable of when the objective is reached. In addition to the charts of objectives, this guide provides a thorough

introduction explaining the arrangement of the material, a statement of philosophy and goals, a vertical skills list, and appendices with checklists, proofreading marks, and a chart indicating correlation with state skills.

Teacher's Guide for Utilization of Performance Standards: Comprehensive Competency Based Education Plan. Primary III and Grade 5. St. Louis Public Schools, Division of Instructional Planning and Program Development, 5910 Clifton Avenue, St. Louis, Missouri 63109. 1981.

Developed to provide performance standards in language arts and mathematics to be used as benchmarks for assessing pupil achievement, this guide contains the performance standards for primary III and grade 5, directions for assessing pupil achievement of these standards, some of the instruments to be used in assessment, and a checklist for recording pupil progress. The performance standards are presented in a chart, which includes a statement of performance standard areas within the language arts and mathematics, the clusters of competencies derived from these areas, the general performance expectations, and the essential performance indicators. The directions for assessing essential performance indicators are offered to insure uniformity in determining pupil achievement in the skills for which the objectives were written, while some tests are included to aid the classroom teacher. Directions for marking the checklist are provided with the checklist, which indicates areas of pupil achievement.

A Curriculum Guide for Language Arts: Kindergarten through Grade 5. St. Louis Public Schools, Division of Instructional Planning and Program Development, 5910 Clifton Avenue, St. Louis, Missouri 63109. 1982.

The language arts curriculum provided in this guide consists of four subject areas: reading, language, spelling, and handwriting. Each of these subject areas is interrelated with identical skills being taught in several subject areas, with the repetition presented in the outlined objectives and skills for each level/grade and the scope and sequence charts. These charts also indicate the level/grade at which each skill is introduced. The guide outlines goals for the St. Louis public schools and for each area within the language arts. Scope and sequence charts are offered for reading, gifted reading, language, gifted language, spelling, and handwriting. The following individual sections of the guide include materials, objectives and skills, correlations, guidelines, and activities: kindergarten, primary I, primary II, primary III, grade 4, grade 5, primary II gifted, primary III gifted, grade 4 gifted, and grade 5 gifted. An appendix contains additional material, including phonetic rules, four types of reading, types of comprehension, elements in literature, survival words, and a glossary.

Middle School Communication Skills Curriculum Guide. St. Louis Public Schools, Division of Instructional Planning and Program Development, 5910 Clifton Avenue, St. Louis, Missouri 63109. 1982.

The curriculum presented in this guide was designed to use an interdisciplinary approach and to provide for the sequential development of basic skills in all areas of communication: reading, writing, spelling, speaking, and listening. The guide includes statements on the philosophy and goals of the St. Louis public schools and the philosophy of the middle school communication skills program, an overview of this program, a chart on the interrelationships of subjects in the middle school, and a discussion of the characteristics of the middle school student.

A section on communication lists skills and objectives for grades six through eight, while the following sections contain activities and materials: reading, language, spelling, and handwriting. In addition the guide offers correlation charts, lists of audiovisual materials, outlines of a gifted program for each of the three grades, and a model interdisciplinary unit. An appendix, with related materials, concludes the guide.

SECONDARY

High School English Curriculum Objectives. Beverly Zimmerman. Boston Public Schools. 1983. Available from Boston Public Schools, Department of Instructional Services, 26 Court Street, Boston, Massachusetts 02108. ED 236 682, 202 pp.

The objectives in English for high school students listed in this guide continue the sequence found in "Reading/Language Arts Elementary and Middle School Curriculum Objectives." For each of the four grade levels, objectives are presented in two columns (one for objectives and one for examples for evaluating student mastery) in the following categories: (1) variety of material--reading a broad range of material; (2) literal comprehension--reading/listening for the explicit meaning; (3) interpretive comprehension--reading/listening "between the lines"; (4) evaluative comprehension--reading/listening with "critical insight"; (5) vocabulary building; (6) variety of writing--the process; (7) writing--the craft; (8) writing--mechanics and usage; (9) language structure--patterns and nomenclature of English; (10) speaking--oral reading, discussion, and presentation; and (11) study skills--locating, organizing and retaining information, and improving test-taking skills. In addition to the lists of objectives, this guide contains an introduction describing the various sections, a statement of philosophy and goals, and appendices containing editing marks and a corrected essay, a sample expository essay and explanation, answers to examples for each of the four grades, and a bibliography.

English Curriculum Guide, 7-12. Fremont Unified School District. 1983. Available from Fremont Unified School District, 40775 Fremont Boulevard, Fremont, California 94536. ED 239 302, 506 pp. (Note: Most of the sample assignments are copyrighted and have not been reproduced in ERIC.)

Constructed to serve as a contract among English teachers within a district, this guide lists nine objectives, including the following: to improve the quality of English language arts and reading instruction in the secondary schools; to articulate and connect English curriculum objectives, skills, and concepts into a K-12 continuum; and to bring classroom practices in line with current research and theory. The guide is compiled in a loose-leaf format with tab dividers for the sections as follows: introduction and philosophy; policies and procedures; responsibility and evaluation; continua, with individual language skill objectives charted for kindergarten through grade twelve; adult/continuation; and teacher helps. The material provided within each of the grade divisions, seven through twelve, includes skill objectives and sample assignments in five areas: reading, vocabulary, and critical thinking; study and location skills; composition, grammar, and usage; speaking, listening, and performing; and literature and other media.

The Cultural Exchange: Literature, a Multicultural Perspective. 1980. Available from the Humboldt County Office of Education, 901 Myrtle Avenue, Eureka, California 95501 ($40.00).

Developed in response to the perceived need for an increase in multicultural curriculum materials, the Cultural Exchange is an instructional program for grades nine through

twelve, based upon a cross-cultural approach to a comparative study of human similarities and differences. As such, it develops academic skills in secondary literature programs emphasizing short story and poetry objectives while using multicultural content. The short story unit contains sections, with literature samples and activities, on heritage sharing, characterization, setting, conflict, plot, common experiences, family roles, and assessments. The poetry unit includes material on poetry elements, imagery and symbolism, simile and metaphor, voice, narrative poetry, and theme.

Program Overview: English Language Arts and Reading. Seattle Public Schools, Administrative and Service Center, 815 Fourth Avenue North, Seattle, Washington 98109. 1979.

The language arts program outlined in this guide focuses on both skills and content: the skills of reading, oral language, written composition, and writing mechanics, with content related to language and literature. The reading program introduces and emphasizes decoding, comprehension, and functional reading skills at different grade levels. This guide presents program goals for the English language arts and reading, lists the basic premises of English language instruction and the assumptions of the Seattle reading program, and points out the program highlights for kindergarten through sixth grade. Course descriptions and goals are then offered for language arts, grades seven through twelve; journalism, grades nine through twelve; speech, grades seven through twelve; and various aspects of reading, grades five through twelve.

A Course Syllabus for the Teaching of Communication Skills. Seattle Public Schools, Administrative and Service Center, 815 Fourth Avenue North, Seattle, Washington 98109. 1983.

The communication skills course outlined in this syllabus is designed for the student who scores poorly on the Minimum Competencies Performance Test in grades nine through twelve, with preferred placement in grade ten. The syllabus contains an overview of the course, statements on multicultural education and career education, and individual course outlines (with descriptions, activities, objectives, procedures, teacher and student materials, and so forth) within each of five categories: listening and speaking, written composition, writing mechanics, language study, and reading. Appendices contain a plan for two weeks of classwork, a sample course outline, a point system evaluation, a plan for nonstop writing, student introduction interviews, and a checklist for student self-evaluation. A bibliography concludes the syllabus.

A Course Syllabus for the Teaching of English Language Arts 7. Seattle Public Schools, Administrative and Service Center, 815 Fourth Avenue North, Seattle, Washington 98109. 1982.

Designed as a resource for teachers, this syllabus suggests appropriate teaching methods, materials, and additional items of content appropriate to the course. The syllabus contains statements on multicultural education and career education; an overview of the course with a course description and a list of student objectives; and individual course outlines (with descriptions, activities, objectives, student and teacher materials, and so on) within each of five categories: listening and speaking, written composition, writing mechanics, language study, and literature. Appendices contain a sample manuscript form; proofreading symbols; word lists; additional material for reading instruction (cloze

procedure, phrases for questions using Barrett's taxonomy, and activities for responding to literature); composing topics; and a film evaluation form. An index and a bibliography conclude the syllabus.

A Course Syllabus for the Teaching of English Language Arts 9A. Seattle Public Schools, Administrative and Service Center, 815 Fourth Avenue North, Seattle, Washington 98109. 1981.

Designed as a resource for teachers, this syllabus suggests appropriate teaching methods, materials, and additional items of content appropriate to the course. The syllabus contains statements on multicultural education, career education, and reading in English courses, and provides a course summary that includes descriptions of the course, student goals, and a teaching plan. Content is divided into the following categories: listening and speaking, written composition, language study, and literature. Activities are suggested within each category. Appendices include criteria for evaluating a composition, manuscript directions, proofreading symbols, a list of 100 basic words for spelling, and the form of the limerick and cinquain. A bibliography concludes the syllabus.

A Course Syllabus for the Teaching of English Language Arts 9B. Seattle Public Schools, Administrative and Service Center, 815 Fourth Avenue North, Seattle, Washington 98109. 1982.

Designed as a resource for teachers, this syllabus suggests appropriate teaching methods, materials, and additional items of content appropriate to the course. The syllabus contains statements on multicultural education, career education, and reading in English courses, and suggests a teaching plan for English language arts, 9B. Content is divided into the following categories: listening and speaking, written composition, writing mechanics, language study, literature, and reading. Learning activities are presented within each category. Appendices include student reference sheets for manuscript directions, proofreading symbols, and one hundred basic spelling words. A bibliography concludes the syllabus.

Suggestions for Implementing Virginia's Minimum Competency Program. Virginia State Department of Education, Richmond. 1978. ED 185 068, 65 pp.

This guide is designed for school principals who bear the responsibility for the successful administration of Virginia's Competency Program. Several aspects of the program are described: legislative background; graduation requirements concerning citizenship and qualifying for further education or work; tests used to assess reading and mathematics skills; scoring procedures; opportunity to repeat tests; and school district versus state responsibilities. Information is included on the following: criteria that may be used to evaluate students' competency; guidelines for test interpretation; testing procedures for exceptional students; record keeping instructions; training topics for staff development programs; tips on insuring curriculum validity; and a list of benefits associated with the program. Suggested student competencies and performance indicators are appended for secondary school mathematics, reading, and citizenship. Another appendix includes a two-page news release.

Applied Curriculum Guide in English, 7-12. Wappingers Central School District, Wappingers Falls, New York. 1982.

Designed to aid new Applied Curriculum (AC) teachers, this guide identifies the characteristics of AC students (such as "performs at academic level considerably below tested potential ability level" or "has had difficulty in one or more aspects of reading") and lists the previously introduced K-6 skills and processes, as well as the previously mastered K-6 skills. The guide also provides a list of texts currently available, recommends new materials, lists audiovisual aids, develops a list of developmental reading skills to be reinforced, and outlines model activities for students, which comprise the major portion of the guide.

Language Arts Scope and Sequence. Wappingers Central School District, Wappingers Falls, New York. 1981.

This guide suggests writing skills and processes for grades seven through twelve, and emphasizes that although the suggested skills and processes are allocated to grade levels, the way in which the total writing process is taught is fundamental to and preeminent over the separate curricular items. Further, the guide distinguishes between skill and processes in charting the sequence of writing-related activities, which are divided into three sections--prewriting, composing, and postwriting. An appendix contains a self-evaluation sheet for writing, a list of stages in the writing process, a glossary of terms, and lists of correction symbols and forms of writing.

Teacher's Guide for Utilization of Performance Standards: Comprehensive Competency Based Education Plan, Grades 8 and 10. St. Louis Public Schools, Division of Instructional Planning and Program Development, 5910 Clifton Avenue, St. Louis, Missouri 63109. 1982.

Designed to present performance standards in communication skills and mathematics to be used as benchmarks in assessing student achievement, this guide contains three major sections. The first section charts performance standards areas, the clusters of competencies derived from these areas, the general performance expectations, and the essential performance indicators. The second section contains directions for assessing essential performance indicators to insure uniformity in determining student achievement in the skills for which the objectives were written. Some tests are included to aid the classroom teacher. The final section offers a checklist, with directions, for recording student achievement of each essential performance indicator.

GRADES K-12

Language Arts Curriculum Guide. Eugene C. Hardin and Linda Kirszenbaum. Lexington County School District Two. 1982. Available from Lexington County School District Two, 715 Ninth Street, West Columbia, South Carolina 29169. ED 239 305, 571 pp. (Note: Some materials are copyrighted and have not been reproduced in ERIC.)

The specific purposes of this three-volume guide are to insure continuity and sequence of language arts instruction from kindergarten through grade twelve, to support state-mandated language arts goals and objectives, and to provide a practical tool that must be revised periodically to meet the future needs of a changing society. The first volume contains K-12 scope and sequence charts for reading, writing, listening, speaking, and reference/study/media; skills lists for K-12; expanded directions for a management

system; a glossary; an index; and a bibliography. The second volume includes activities for each of the skills areas, divided according to level: kindergarten, grades one through three, and grades four and five. The third volume presents activities in each skill area for grades six through eight, and nine through twelve. An appendix for grades six through twelve contains additional material, such as suggestions for integrated units, instant word lists, a vocabulary list, a reading speed test, a list of proverbs, and worksheets.

EXPO Project Implementation Guide. 1980. Available from EXPO Project, Arlington Public Schools, 1426 North Quincy Street, Arlington, Virginia 22207 ($20.00).

Since the Expository Writing Project approaches the teaching of writing as the teaching of a series of skills, all aspects of the project focus on the skills, providing a sequential, standard program. Designed as a K-12 program, it can be implemented as an elementary, intermediate, or high school program that focuses on a five-step writing process: prewriting, outlining, writing, proofreading, and rewriting. This guide provides a complete explanation of the project goals and methods, including an overview, goals and objectives, sequential writing objectives, and discussions of the writing process and thinking skills, staff development, evaluation of writing, the writing/thinking process, writing readiness, introducing the topic sentence, sentence structure, sentence combining, teaching the low achiever, and the essay. Sections on materials and evaluation, and a bibliography conclude the guide.

Writing Resource Guide for Assessment and Instruction. Delaware Department of Public Instruction. 1980. Available from State of Delaware, Department of Public Instruction, Townsend Building, P.O. Box 1402, Dover, Delaware 19903. ED 234 426, 138 pp.

Developed from a comparison of the writing performance of eighth grade students in Delaware with a representative national group, this writing resource guide provides a detailed description of the state's writing assessment procedure and offers educators guidance in evaluating student writing and improving student writing skills. After describing the state writing assessment program, the first of three sections suggests methods of preparing for assessment and applying scoring procedures in the classroom. It also presents descriptions of the primary and secondary traits of major types of writing, a completed example of preparatory work, a sample preparation form, and a checklist for mechanics scoring to aid in evaluation. The second section contains forty teaching/learning activities labeled according to writing category (narrative, descriptive, expository, persuasive, or expressive) and suggested instructional level (elementary or secondary). The final section describes eleven books and articles related to evaluating student writing, lists several state-supported projects developed to improve student writing skills, and presents classroom activities available on microfiche. Assessment instruments are included in the appendices.

Target: Communication Skills. K-12 Curriculum Guide. Lincoln Public Schools. 1982. Available from Lincoln Public Schools, Administrative Offices, P.O. Box 82889, Lincoln, Nebraska 68501 ($20.00). ED 237 987, 256 pp.

Intended to help elementary and secondary teachers model and teach communication skills in all subject matters, this curriculum guide is divided into four sections. The introduction describes the program's goals, explains how to use the guide, and presents grade-appropriate profiles of communication skills competence. The second section lists indicators of student competence in speaking and understanding spoken English, evaluating and responding to messages, and building and maintaining human

relationships. It also provides examples of student assessment records and sample activities. Section three presents a series of activities coded for grade-level appropriateness and type of skill developed. The final section includes explanations, definitions, rationale, and suggestions for teachers and students in utilizing communication techniques; illustrates the life application of specific communication skills; and lists both print and nonprint resources on communication methods and activities.

Target: Literature. K-12 Curriculum Guide. Lincoln Public Schools. 1982. Available from Lincoln Public Schools, Administrative Offices, P.O. Box 82889, Lincoln, Nebraska 68501 ($11.00). ED 237 986, 99 pp.

Intended to provide the basis for a lifelong appreciation of literature, this curriculum guide outlines a sequence of instruction for elementary and secondary school students. Used in conjunction with the K-12 Reserved Literature list for the Lincoln, Nebraska, public schools, the guide provides grids indicating the appropriate grade level for introducing, focusing on, or reinforcing specific literary content, such as characteristics of literary genres (such as short story or novel), structural elements (such as plot and setting), and language devices (such as dialect or figures of speech). It presents sample questions based on Benjamin Bloom's cognitive taxonomy to guide students, exploration of literature from simple recall to the increasingly more complex operations of application, analysis, and evaluation. It also presents examples of instructional techniques encouraging student exploration of personal thoughts, feelings, and experiences through literature. The resource section of the guide discusses literature's value as well as teacher and community responsibility to promote student appreciation of great books. It also presents general criteria for selecting instructional materials and specific guidelines for evaluating textbooks for racial or sexual bias. The final section, a glossary of literary concepts, acts as a support for teachers' lesson planning.

Target: Writing. A Written Composition; Curriculum Instruction by Objectives, K-12. Fourth Edition. Lincoln Public Schools. 1982. Available from Lincoln Public Schools, Administrative Offices, P.O. Box 82889, Lincoln, Nebraska 68501 ($53.00). ED 237 988, 1068 pp.

Designed to coordinate composition instruction between the primary and senior high school years, this curriculum guide presents a system for both the direct teaching of specific composition objectives and the assessment of student achievement and program effectiveness. The first of the guide's five major sections explains the curriculum's scope, purpose, and means of assessment. Divided into primary, intermediate, junior high school, and senior high school units, the next four sections explain grade-appropriate work/study and common writing objectives, describe required and chosen units of study, and list source materials and possible writing activities. They also present advice on helping students take standardized tests. Each section builds on the student skills in informative, expressive, and elective writing developed in the previous units. The appendices offer a series of grids on age-appropriate writing experiences and skills, a glossary of writing terms, a description of how this curriculum was developed, a style guide, and sample student diagnosis records.

Standards of Learning Objectives for Virginia Public Schools: Language Arts. Virginia State Department of Education, Richmond. 1981. ED 216 400, 39 pp.

The standards of learning objectives for English, reading, and language arts that are presented in this paper are intended as a basis for planning language arts curricula and instruction. A list of objectives is presented for each instructional level from kindergarten through grade twelve. The objectives reflect concern for developing the concepts, skills, and positive attitudes in each of the following areas: (1) oral language (listening and speaking), (2) reading, (3) writing (composition, handwriting, and spelling), (4) literature, and (5) language process (grammar and usage, thinking and study skills, and so on). An appendix contains the twelve educational goals upon which all the objectives were based.

ADULT BASIC EDUCATION

Adult Basic Education, English and Communications Curriculum Guide. Response Draft. British Columbia Department of Education, Victoria. Continuing Education Division. 1982. Available from Publications Services Branch, 878 Viewfield Road, Victoria, British Columbia V9A 4V1 ($5.00 plus 10% handling and postage). ED 241 941, 179 pp.

Designed to define a common curriculum goal and an array of learning objectives for adult basic education English and communications courses, this guide also provides a flexible structure for course design and a framework that will be useful to administrators, coordinators, and instructors. The guide, organized to parallel the sequence that can be used in planning an English or communications course, presents an overall curriculum goal; learning objectives for writing, speaking, listening, viewing, reading, and responding to literature; and a course design. It then outlines in detail seven theme units that are structured to aid the natural integration of the five language skills, and suggests eighteen additional theme units. These are followed by skills units that focus on both developing individual skills and integrating skills within larger theme units and that list purposes, objectives, topics, activities, and instructional resources. The guide concludes with sections on the principles of adult learning, perspectives on teaching English and communication skills, instructional and professional resources, and publishers' addresses.

CRITERIA FOR PLANNING AND EVALUATING ENGLISH LANGUAGE ARTS CURRICULUM GUIDES (REVISED)

The Committee to Evaluate Curriculum Guides and Competency Requirements has repeatedly revised its criteria in an effort to keep pace with the practices of the best curriculum developers. These criteria were formulated with several objectives in mind. First, they provide each member of the committee with a uniform basis for initial evaluation, with each guide also viewed as a unique document. Second, the criteria may serve to help schools and other educational agencies that are in the process of developing and evaluating curricula. Finally, the committee hopes that the criteria may act as a change agent within the field of the English language arts.

Philosophy

This guide...

1. presents a statement of district or faculty philosophy that coherently conveys the beliefs of the developers about student and subject matter;

2. promotes a natural, organic integration of language arts experiences;

3. encourages teachers to view language as both a subject and a communicative process central to all human life and learning;

4. recognizes that individual processes of language development and concept development cannot necessarily be grouped into arbitrary grade level expectancies or requirements;

5. reflects knowledge of current or recent developments in modern language theory;

6. indicates that successful language experiences are essential for all students;

7. recognizes the assets of bidialectal, bilingual, and non-English speaking students in exploring language concepts;

8. recognizes the importance of students' accepting their native language as well as that of others.

Objectives

This guide...

1. includes objectives directly related to the philosophy;

2. states objectives as tasks that can be performed;

3. recognizes that many objectives are desirable even though progress toward them may not be easily observed or accurately measured;

4. sets clear objectives for all major components of the English curriculum within the scope and sequence of the guide;

5. distinguishes teacher objectives from student objectives;

6. includes objectives that are varied and which accommodate a range of student abilities and teaching styles;

7. contains objectives for improving both expressive (writing and speaking) and receptive (reading and listening) language.

Content: Language

This guide...

1. recognizes that the content of language study often comes from real life;

2. provides for the study of a variety of conventional aspects of linguistics, such as semantics, regional and social dialects, grammars, lexicography, body language, and history of language;

3. provides for both imaginative and informative uses of language in student groups;

4. encourages student application of language appropriate to audience and purpose;

5. distinguishes between grammar and usage;

6. recognizes that acquiring information about language does not necessarily improve oral or written language performance.

Content: Composition

This guide...

1. suggests strategies for developing composition skills;

2. recognizes the significance of composing as a means of self-discovery and of bringing order to human experience;

3. recognizes that composing is a process involving stages, such as prewriting, drafting, and revising;

4. provides prewriting activities designed to stimulate composing;

5. recognizes that composing is often aided by small group interaction in an atmosphere of sharing;

6. allows for student-teacher interaction (conferences);

7. recommends that composing occur for different purposes and usually for audiences other than the teacher;

8. recognizes that analysis of language is an editing tool in the composing process (improves editing).

Content: Reading

This guide...

1. provides ways to determine individual degrees of readiness;

2. suggests procedures to help teachers develop student reading skills;

3. recognizes that a total reading program, reaching beyond the development of basic reading (decoding) skills, focuses on student comprehension;

4. relates reading instruction to the whole language arts program.

Content: Literature

This guide...

1. provides for a comprehensive literature program;

2. provides for study of various literary genres;

3. recommends that students be allowed and encouraged to select and read all types of literature, classical through contemporary;

4. recognizes that involvement in a piece of literature is more important than talking about literary terms;

5. helps teachers to identify, explore, and accept varieties of affective and cognitive responses;

6. provides for the integration of writing and literature.

Content: Media

This guide...

1. promotes audiovisual as well as verbal literacy;

2. suggests ways of involving students in using media;

3. suggests specific media supplements for learning activities;

4. lists media resources available to teachers and specifies procedures for obtaining them;

5. recognizes the use of the new technology (computers, word processors) in the teaching of English.

Organization

This guide...

1. suggests a scope and sequence of basic communication skills;
2. makes clear how particular units and lessons are related to the total English language arts program;
3. organizes major aspects of the language arts according to some consistent, identified structure or pattern;
4. provides a process for learning through which teachers help students become increasingly independent.

Policies and Procedures

This plan...

1. explains teachers' responsibilities and suggests options for content and methodology;
2. reflects the principle that students themselves should often generate learning activities;
3. reflects the participation of the total educational community;
4. regards textbooks as resources rather than courses of study;
5. supports the view that curriculum building is an ongoing process.

Design

This guide...

1. is easy to read: the language is clear and effective;
2. is presented in an appealing form and style;
3. has a format, such as loose leaf, that makes revision convenient;
4. states its relationship, if any, to other curriculum guides, district goals, or graduation requirements;
5. suggests as resources a large variety of specific background materials and school services;
6. provides a model for evaluation of the program.

ERIC DOCUMENT REPRODUCTION SERVICE INFORMATION

Curriculum guides that are available from the ERIC Document Reproduction Service (EDRS) have been assigned ERIC document (ED) numbers, which are included in the annotation headings. Those that will be available in the near future include the Clearinghouse accession number preceded by "CS." EDRS reproduces documents in two ways: on microfiche, a 4" x 6" microfilm card that displays up to ninety-six pages of text in micro-image, and in paper copy, a photographically reproduced paper booklet. For ordering information and price schedules, write ERIC Document Reproduction Service, Computer Microfilm International Corporation, 3900 Wheeler Avenue, Alexandria, Virginia 22304 (to inquire about ordering, phone 800-227-ERIC).

Documents that are available on microfiche can be viewed in their entirety at the ERIC microfiche collection nearest you. To obtain a list of ERIC microfiche collections in your vicinity, write to the ERIC Clearinghouse on Reading and Communication Skills, National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (phone 217-328-3870).